

TEACHER SELF-ASSESSMENT: IMPROVING SYSTEMATIC INSTRUCTION

Purpose	Reading specialists and coaches can use this tool to assess teachers' implementation of systematic and explicit teaching strategies during small-group and one-to-one tiered interventions. Schedule an intervention session observation and a conference to guide the teacher through the self-assessment process. Follow up with ongoing coaching by specialists or peer partners.
Materials	<p><i>Assisting Students Struggling With Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades</i>, Recommendations 3 (pp. 21-25) and 5 (pp. 28-33). Review these Practice Guide recommendations to learn about how to implement systematic and intensive interventions to promote reading achievement for students in Tier 2 and Tier 3.</p> <p><i>Reflecting on Systematic Instruction</i>. Use the self-assessment chart included with this tool to help teachers identify and reflect on instructional strategies used during a lesson.</p>
Media	<p><i>Systematic Teaching in Tiers 2 and 3</i>. Watch this multimedia overview to learn about the key elements of systematic instruction and explicit strategies teachers can use to help students master critical reading skills. (6:50 min)</p> <p><i>Intensive Tier 3 Instruction</i>, video interview with Dr. Joe Dimino about how to group students, pace lessons, and provide error correction and student practice during Tier 3 interventions. (4:08 min)</p>
Topic	Response to Intervention in Primary Grade Reading
Practice	Systematic Skill Instruction

Teacher Self-Assessment: Improving Systematic Instruction

Prior to the Observation

- Provide the teacher with copies of Recommendations 3 and 5 from the Practice Guide.
- Ask the teacher to review the multimedia overview, *Systematic Teaching in Tiers 2 and 3*.
- If the teacher needs additional support understanding systematic instruction, suggest Dr. Dimino's interview in which he discusses intensive Tier 3 instruction.
- Have the teacher provide a detailed intervention lesson plan, detailing goals, skill focus, activity sequence, teaching strategies, and embedded formative assessment.
- Coaches should work with the RtI team to build an easily accessible resource library for teachers seeking additional help with explicit teaching strategies.

Classroom Observation

- Use the lesson plan as a guide for observation.
- Note how the teacher's instruction compared to the recommended practice.
- Specifically document what the teacher did well, where improvement is needed, specific teaching strategies that were effective, and areas where individual students had difficulties.
- Suggest one way the teacher can adapt instruction for the next lesson.

Teacher Conference

- Ask the teacher to reflect on each step of the lesson and note what, in his or her opinion, worked well, using the lesson plan as a guide.
- Help the teacher use the *Reflecting on Systematic Instruction* chart to identify the teaching strategies used during the lesson. Discuss the teacher's rationale for the choice of strategies.
- Lead the teacher in a discussion of how to implement the explicit strategies recommended in the Practice Guide.
- Ask the teacher to identify one area of improvement to work on for the next lesson.
- Provide teachers with additional resources that offer further guidance and ideas for using explicit instruction.

Follow-Up Coaching or Peer Partnerships

- Prepare a schedule for observing classroom instruction and providing assistance with instructional planning and using explicit teaching strategies.
- Partner grade-level teachers to allow for collaboration on lesson planning and ongoing support for implementing systematic teaching strategies.
- Invite teachers to demonstrate a specific strategy at a staff meeting.
- Collaborate with teachers on developing individual professional development plans to improve practice.

Reflecting on Systematic Instruction

Teaching Strategy	I do this well	I am making progress	My plan for improvement (e.g., resources, coaching, PD, peer support, study group, etc.)
1. Focus on essential reading skills			
2. Limit the number of skills focused on during this lesson			
3. Choose materials and activities that meet students' instructional needs			
4. Build skills gradually and scaffold instruction			
5. Introduce skills in isolation before integrating with other skills			
6. Differentiate instruction for individual students in the small group			
7. Keep the lesson pace quick and varied			
8. Provide a high level of teacher-student interaction			
9. Model learning strategies for students			

Teaching Strategy	I do this well	I am making progress	My plan for improvement (e.g., resources, coaching, PD, peer support, study group, etc.)
10. Demonstrate the thinkaloud process for students			
11. Provide guided practice			
12. Give clear, specific corrective feedback			
13. Provide frequent and multiple opportunities for students to practice skills			
14. Use cumulative review to ensure mastery			
15. Use material supports such as graphic organizers			
16. Motivate students and recognize their efforts and success			
17. Embed progress monitoring/formative assessment into lessons			
18. Reteach skills as necessary based on formative assessment			